

These lectures in the winter of 1885/6 generated wide interest and shortly afterwards they were published by Kegan Paul under the title "Home Education". The lectures included principles of early training of children, physical, mental, moral and religious education etc. Their publication led to correspondence with many people who felt the need for such guidance, including the wife of the Bishop of Ripon and Lady Aberdeen. Once more Miss Mason had found a gap in the field of education which she proceeded to fill.

In Bradford a consequence of the lectures was the foundation of a society for parents interested in education. This was the "Parents Educational Union", later to change its name to the Parents National Educational Union. At the first meeting eighty members were enrolled. A programme was drawn up which included lectures and discussions as well as field trips and excursions. (5) These lectures were not only for interest. They were intended to broaden the parents' minds, for it was "from the parents that the child must get his real knowledge." (6) A year later membership of the Bradford Society had doubled.

The success of the Bradford venture encouraged Miss Mason to open other branches including one in London. In 1890 a magazine was started entitled 'The Parents' Review' to keep members in touch with one another's activities.

The Parents' Review also included articles and advice on the teaching and bringing up of young children, together with booklists of helpful reading matter. It was the

interest expressed by readers in these articles which led in 1892 to arrangements being made for a correspondence study course of education. The Mothers' Educational Course as it was to be called consisted of Syllabus I and Syllabus II with examinations at the end of each. However it seems unlikely that this course would have relevant to the problems which must have faced the lower middle classes, although it was hoped all parents would take advantage of it. The course covered a wide range of subjects, but it is likely that even students in Colleges of Education today would have found it daunting. For instance the second years' reading included Emile, Four Socrates Dialogues and The Herbartian Psychology applied to Education. A typical examination question was "Show the part that Christianity played in the history of evolution to the end of the 12th century"(7) or "Give the physiological history of an 'idea' that becomes a ruling principle. Classify these ideas which you would place before children and give suggestions and cautions as to method". However the Course also included hints on plumbing, hygiene and diet. For the next twenty three years many hundreds of papers were to be sent out each year.

Many of the women taking her Course and others who were members of the Parents Educational Union expressed a wish to have their children educated at schools or by governesses who practised her methods of teaching. Apart from the school in Bradford run by Mrs Groveham and one or

two others in various parts of the country run by friends or ex-pupils who had sought her advice, no such schools existed. (ii) This therefore encouraged a plan she already had in mind, to open a training college. Twenty years earlier while she was still at Davison School Miss Mason had formulated a plan for teacher training. The plan she had now was not the same as the one of 1870 (i.) Obviously the educational situation had changed, and her own interest in it had also changed in the twenty intervening years. Nevertheless some aspects remained. One of the most important factors was that in both much of the training was to consist of practical training with children in a classroom situation. At Ambleside a 'practising school' was set up specifically for this purpose.

In January 1892, the House of Education as the training college was called, was opened at Ambleside in the Lake District. At first the plan was to run courses for mothers and to train nursery nurses as well as to train students wishing to teach. The two former schemes were gradually dropped and the course became a preparation for the teaching and care of school-aged children. (8) The 'House of Education' still flourishes. After Miss Mason's death it was renamed the Charlotte Mason College and today it is part of the national system of teacher training.

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- (i) c 1870 Miss Mason wrote three letters outlining a plan for teacher training. It is believed they may have led to her work at Bishop Otter. Unfortunately it is not known to whom they are addressed. See appendix
- (ii) A Miss F.C.A. William, a student of C. Mason at Bishop Otter ran such a school. She was later to become vice-Principal at the House of Education. A Mrs. Fleming a friend from Home and Colonial ran one at Ambleside.

Many hundreds of students must have passed through the College, taking with them Miss Mason's views on the importance of the individual child and her belief that one of the duties of a teacher was to instill a 'joy of learning' into the children. (9) (i)

Another interesting development of her work is first mentioned in the scheme for Teacher Training written while Miss Mason was still at the Davison School. This is the "Liberal Education for All" movement. This movement was based on her belief that it was wrong for an inferior education to be given to the lower classes, especially as the middle class were anyway more privileged. Most public elementary schools possessed few very poorly printed books and little equipment. Middle class schools often had plenty of books and good equipment, but it was the children who went to these schools who had the benefit of such things in their own homes. Miss Mason therefore argued that it was schools catering for poor children that should particularly be supplied with plenty of well printed books, pictures, music, etc. She believed, unlike many of her contemporaries that all children could understand and appreciate classical music, painting and literature written by such authors as Scott, Wordsworth and Stevenson. (11)

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- (i) The 'Joy of Learning' is a phrase repeatedly occurring in Miss Mason's work, but the first appearance I could find is in a letter written to Mrs Groveham c 1864.
- (11) One Leed's School was refused Robinson Crusoe and Our Island Story by the local Education Authority! (10)

She wrote in 1916, when the scheme was just beginning to be established: (11) "The common curriculum in all classes of society is my aim and the only thing for a true education." It took many years before she was even able to start to establish her scheme. It was fifty years since her first mention of the idea to its introduction in a public elementary school in Bradford in 1914. One of the objections was the cost of books etc. but another was that working class children had a 'limited vocabulary' and would not understand the proposed curriculum. To this Miss Mason replied "Do tell the unbelievers that the mind is a mill that cannot grind without grist".(12)

The groundwork for the introduction of the 'Liberal Education for All' programme had been laid by a series of letters published in the Times in 1912. These letters on the theme that knowledge is the basis of national strength were later published in pamphlet form by Miss Mason. However it was the first World War, the early British defeats and the difficulty experienced in manning and developing the new technical equipment that made people wonder if our elementary education system was adequate. This debate opened the door to Miss Mason's liberal education for all programme. Miss Mason's system did not provide the scientific and technical training considered necessary by many. Nevertheless by the end of the War many schools had adopted her more advanced programme of elementary education, and the concept that the working classes had the right to and were capable of receiving the same education as the middle classes became

The country about Stratford is not romantic, but extremely pleasant. The town stands in a fine, open valley. The Avon, a considerable stream, winds past it through pleasing meadows. The country is well cultivated, and about are wooded uplands and more distant ranges of hills. The town itself is a good, quiet, country-town. In Shakespeare's time it could be nothing more than a considerable village.

Stratford appears now to live on the fame of Shakespeare. Wherever you turn you see,—the Shakespeare Hotel, or the Shakespeare Theatre, or the statue of Shakespeare, in its niche in the front of the Town Hall. A large sign informs you that, 'In this house the Immortal Bard was born;' and you go in and find the walls written all over, from floor to ceiling, and even upon the ceiling, with the names of the thousands who have come to Stratford to honour the memory of our great poet.

The church stands pleasantly between Stratford and the Avon; it is surrounded by trees, and there is an avenue of trees leading up to the porch. Before the Communion-rails is a row of flags, which, we read, cover the remains of the poet, his wife, Ann Hathaway, and his daughter Susanna. In a niche, close by, is the bust from which most of the portraits of Shakespeare we see have been taken. The head is noble, and the face, wise, kind, and grave; but we are a little disappointed, for we expect some sign of the mirth and fun of which his plays are full: the bust may not be a very true likeness.

Across some pleasant meadows, lies the village of



STRATFORD-ON-AVON CHURCH.

P. 180.

Extract from

"The Forty Shires" by Charlotte Mason.
This book later became part of
the Ambleside Geography Books Series
for Schools.

An important part of the 'Liberal Education for All' programme were the children's text books. These were also to occupy her in another way. For many years she had been dissatisfied with many of the children's text books on the market. She wrote of her early experiences ... "the children read English history out of a miserable little book a quarter of an inch thick and entirely uninteresting" (13) In her usual definite fashion Charlotte Mason decided to remedy this. She wrote her own. Her first book was called "The Forty Shires, their History, Scenery, Arts and Legends". Later this book was to become part of her "Ambleside Geography Books" to be used in the PMEU Schools. These books she illustrated with her own pen and ink drawings. Children's books were not her only publications. She also wrote extensively on her educational and philosophical principles. Much of this was published in the Home Education Series. When she died she had just finished her "An Essay towards a Philosophy of Education", a philosophy expressing her ideas on the individuality of children, that education should be relevant to the child's environment, and that education should be a basis for adult life. All of these ideas were first expressed during her years at Worthing.

3. *What was the Curfew?*

The Curfew was a bell which William commanded to be rung every night at eight o'clock, and then all the English were obliged to put out their fires and lights.

4. *What was William's character?*

William the First was a prince of great courage and ambition, but he treated the English with much severity.

5. *How long did William the First reign?*

William the Conqueror reigned twenty-one years. His death was occasioned by a fall from his horse as he was riding through the city of Mantes in France.

6. *How came the King of England to be in France?*

William having received some affront from the King of France, entered that kingdom; and riding through Mantes, while the town was on fire, his horse trod on the hot cinders, and bruised the king so violently that it occasioned his death.

7. *What do you mean by Doomsday-book?*

Doomsday-book was an account which William had taken of all the lands in the kingdom; and it is still preserved in the Exchequer.

8. *Had William any family?*

Yes; William had four sons;—Robert, Richard, William, and Henry; and five daughters.



WILLIAM II.

Ascended the throne in 1087, died in 1100, after a reign of 13 years.

9. *Who succeeded William the Conqueror?*

His third son, William, surnamed Rufus, or red, from the colour of his hair.

10. *Why was not his elder brother, Robert, made King?*

Robert had offended his father, and therefore he left him only the dukedom of Normandy; and Richard was killed by a deer in the New Forest.

11. *Where was the New Forest?*

The New Forest was in Hampshire; it extended thirty miles, and was made by William the Conqueror for the purpose of hunting.

12. *When did William the Second ascend the throne?*

William the Second ascended the throne in 1087, and reigned thirteen years. He was a violent and tyrannical Prince, and was slain in

A page from "English History" by 'A Lady'.

This book first printed in the early 1860's may have been one of those Charlotte Mason so strongly criticized as being 'miserable' and "entirely uninteresting." Over 25,000 copies were sold.

Part II - The Davison School 1874 onwards

Miss Mason left the Davison School in 1873 and it seems to have fallen into a period of decline. Few records exist from then until 1900, but it does appear that the separate school Miss Mason started for Lower Middle Class children did not survive her departure. Sometime during the last quarter of the 19th century the Middle School disappeared and the school became an ordinary Church Voluntary School with a Girls' and a Mixed Infants' Department. In 1891 the fees were only 4d. a week for the highest Standard. This was less than one quarter of the cost in 1870, not taking into account inflation! (1)

The discontinuation of Charlotte Mason's work was probably because only she had the strength of personality to carry it forward. The Inspectors' Report for 1874, one year after she left, already reports a change. The Infant and Girls' Schools were no longer run by one mistress, but divided between two different teachers.(2) Obviously it was difficult to find somebody else with the energy and ability of Miss Mason. The Annual Deficit again began to grow and the list of voluntary donations got shorter each year.(3)

However, the change may also have been caused by the necessity of the Worthing Voluntary Schools Committee to provide more places for working-class children if they were to stave off the threat of a School Board being established in the town.

p39-cmc336

In 1885 the Education Department again proposed that a School Board be established in Worthing.⁽⁴⁾ Once again the Voluntary Schools were able to raise sufficient funds and to establish enough school places to satisfy the Department's requirements. It may have been to satisfy these demands that Davison became an ordinary voluntary elementary school.

By 1899, however, sufficient places could not be maintained by the Voluntary Schools and a School Board was established. As the 1902 Education Act abolished School Boards, Worthing's was short-lived.

The 1902 Education Act not only abolished School Boards and gave their work to the local County Borough or County Council, it also extended rate-aid to the Voluntary Schools. Henceforth maintenance and the payment of teachers would be met by the local authority as long as certain conditions were met by the voluntary school. These conditions mainly related to the size and condition of the building. Meeting them seems to have been a source of great difficulty to the Davison School. The H.M.I. Reports for the period 1902 - 1914 constantly refer to the appalling condition of the building and to the overcrowding in the classrooms.⁽⁵⁾ In 1912 the building was condemned by the Board of Education and threatened with closure unless improvements were carried out.

Fortunately for the School, the 1914-1918 War came which stopped any drastic measures being taken by the Board. After the War was over immediate action had to be taken if

the School was not to be closed. Once more it was the vicar of the Chapel of Ease (now St. Paul's Church with a Parish in its own right) who was to set about raising funds. Unfortunately, the vicar, Mr. Cunningham, died before his plans could be completed, but the work was taken up by a Colonel Randolph. Enough money was raised to enable a new building to be erected.

The new building was opened in April 1927, but in 1928 the character of the school was changed when it became, under a re-organisation of educational plans for the area, a girls' secondary school. (6)

This, the Davison Church of England Secondary Girls' School, as it was now called, kept up its close association with St. Paul's Church, the former Chapel of Ease. It continued as a Voluntary Aided School until after the Second World War when it no longer satisfied the demands of the 1944 Education Act. Once again an appeal was made to raise funds for rebuilding, but this time the response was not sufficient. Perhaps in the changed social climate after the Second World War an appeal to raise money in order to keep the School under the control of the Church was not enough. In 1960 it became a controlled school under the auspices of the Local Education Authority and at the same time it lost its connection with the former Chapel of Ease. The new school building was on a different site in a new parish, so the Vicar of St. Paul's no longer sat on the Board of Governors.

One more change was to take place before the history

of the School is up to date. As a result of the 1968 Education Act, the Davison School became part of the Worthing Comprehensive system. It became the William Davison Church of England high school for girls. It is a strange co-incidence that this is how Charlotte Mason referred to it in a memorandum found after her death(7). Also, comprehensive education is in many ways an extension of her ideal of a national system of education for all. Of William Davison's thoughts we know very little, but presumably he too would be pleased to know that an institution to which he gave so much time and energy still flourishes to give "the advantages of education to the children of the Inhabitants of Worthing". (8)

Conclusion

The present pattern of compulsory schooling in England is less than a century old, and an immense increase in educational provision has taken place during this period. By 1880 popular opinion demanded that every child had the right to education regardless of the financial status or religion of the parents. To bring about the necessary expansion of schools some degree of Government control and standardization was inevitable, and although even today there is some variation in educational facilities in different areas, there is a school place for every child.

However, before effective State control the provision of schools and the quality of teaching therein varied enormously. It would seem that much of this variation was due to the influence of a particular personality, whose work in a locality led to the creation of educational facilities better than those generally available. These individuals seem to have had the vitality and drive which enabled them to put into practice their educational ideals. Moreover, these people seem to have had the capacity and talent to succeed in many different fields, education being just one of their interests.

Nationally many examples of these exceptional personalities exist - Robert Owen perhaps being the most famous. In Worthing, William Davison and Charlotte Mason are examples of these extraordinary people whose capacity for work and whose talents not only had so many

facets, but whose energetic activities developed and extended education for many.

The school William Davison founded in 1812 was not, admittedly, an outstanding educational innovation. Many such schools were being founded at this time. But it was founded only a year after the National Society and it was one of the first schools to be given a grant by them. The Night School and the Girls' School which followed were not unique. Even the Infant Schools can only claim to be so for a few months. Nevertheless, Davison was always in the forefront of educational initiative. The Netting School and Worthing Institute were all early examples of their kind. Moreover, Davison provided free places at school for more than 60% of the child population of Worthing at a time when it was estimated that nationally only one child in sixteen received any kind of education. (1)

William Davison's other work in Worthing was equally spectacular. The Chapel of Ease flourished under his care, and "...as a preacher he is neither tedious or dull, his sermons and discourses are well arranged, both liberal and persuasive .."(2). Soon after he arrived in the Town he became one of its Commissioners. He was a Director of the Local Lending Library and the Working Men's Savings Bank. In spite of all these activities, he found time to travel on the Continent, and in fact, was in Paris at the outbreak of the 1830 Revolution.(3) His memorial in the Chapel of

Kee pays tribute to his untiring zeal.

However, few of the Institutions he founded were long to survive him, and the only school still in existence today is the one which again was to come under the influence of an outstanding personality. Before this time, the school, the Infants in Chapel Road, renamed the Davison School, was threatened with closure despite a new building and a new college trained mistress. Apparently these innovations alone were not enough. The arrival of Charlotte Mason with her outstanding capacity for work, her organising talent and her imaginative approach to education revitalized the school. The Girls' Department she added gave education to a section of the population previously neglected. However, like William Davison, Charlotte Mason did not limit her energy to one particular activity. As already discussed in Chapter 4, while in Worthing she already was considering other aspects of education. In addition, she continued her studies, travelled fairly extensively in England and on the Continent, carried on a large correspondence with friends and wrote poetry. After she left Worthing her career was to develop in many other directions.

In Worthing itself, after her departure the school she had built up declined, and a cycle of threatened closure, fund raising and reprieve began. Nevertheless, it would seem that the impetus her work and personality had given to the school was sufficient to save it from complete failure. The Boys' and the Girls' Schools started about the same time, and which had flourished under the influence of William Davison did not survive. By the end of the century they

were reported to be the worst schools in Worthing(4) and in 1901 were taken over by the School Board. However the Infant School, renamed the Davison School, together with the Girls' Department added by Charlotte Mason, was still sufficiently strong at the turn of the century to satisfy the requirements of the 1903 Education Act. Although re-organised and perhaps unrecognisable as the original establishment, it was the last uncontrolled Church of England Girls' Secondary School in West Sussex.

Today, although no longer independent of the Local Education Authority it flourishes, one hundred and sixty three years since William Davison began his work and over a century since Charlotte Mason revitalized it. To have survived so much longer than its contemporaries was I suggest, dependant upon its good fortune to be associated not only with an inspired founder, but also later with a schoolmistress of such energy and talent.

p86mc336

APPENDICES

ADDRESS

OF THE SPECIAL COMMITTEE FOR MANAGING THE AFFAIRS OF THE *Worthing Free School* FOR BOYS.

The "Special Committee, for managing the affairs of the Worthing Free School," are encouraged by the liberality which they have already experienced from the Visitors and the Inhabitants at large, to make a second appeal to their feelings, on behalf of the Institution for which they are interested. The system which they have adopted, for the education of the children of the Inhabitants, is intended to combine the advantages of the two similar methods of instruction, which have so deservedly occupied the attention of the public, and at the same time to avoid any objections which might be made to either of them; and they trust that a sufficient degree of success has hitherto attended it, to prove, that the funds, which are unavoidably required for such an undertaking, could not have been expended in a manner more advantageous to the individuals, or more beneficial to the country at large.

The British Nation can only derive the transcendently elevated rank which it holds, among so many rivals of its opulence and its glory, and which rises more and more conspicuous, as each successive year adds to its achievements and to its resources, from the energy and activity which a superior degree of cultivation confers on a population comparatively inconsiderable. It is in the education of the humblest and most numerous parts of the community, that the means of still further improving this cultivation must be sought; and fortunately the new methods of instruction, which have been so generally introduced for this purpose, present the happiest expedient for meeting, in the most effectual manner, the increasing calls of the state on the powers and faculties of its members. It is the pride of this country, that not only its most magnificent charities are conducted by the efforts of individual munificence, but that each subject habitually assists, in his private capacity, in supporting and carrying into effect the objects of civil government; that he participates in its measures, and exults in its prosperity; nor can those persons, whose circumstances allow them to cooperate in the promotion of public improvements, contribute more essentially to the welfare of their country, than by bestowing, on occasions like the present, donations, which may be called trifling if separately considered, but which in the aggregate will produce effects of immense importance.

WITH THE COMMITTEE

Copy of Letter Circulated to all Parishes in England and Wales by the Select Committee on Education of the Lower Orders, 1818.

The writing in the margin is the Rev. William Davison's replies.

The original is in Worthing Reference Library, Sussex Room,

Boys' Free School Scrapbook.

HOUSE OF COMMONS.

Committee on Education,
April 13, 1818.

REVEREND SIR,

I HAVE to require that you will transmit, as speedily as possible, Answers to the following Queries;

- 1.—WHAT Schools upon Charitable Foundations exist in your Parish?
- 2.—HOW many are taught in each such School? *None*
- 3.—HOW many are clothed or boarded in each such School? *None*
- 4.—WHAT increase or diminution has taken place in the above numbers, as far back as you can trace?
- 5.—What Salaries and other Emoluments have the Masters, Mistresses, and other persons employed in each such School? *None*
- 6.—WHAT are the Funds possessed, or according to the prevailing belief in the neighbourhood, supposed to be possessed, by each such School? *Several private schools*
- 7.—ARE there any Funds, generally understood in the neighbourhood to have been originally destined to the support of any School, and which are not so applied, or in part misapplied? *No*
- 8.—WHAT Schools, not supported in whole or in part by Charitable Endowment, exist in your Parish? *Several private schools*
- 9.—ARE the poorer classes in your Parish without sufficient means of educating their Children? *No. No. for all above 6 years*
- 10.—ARE those Classes desirous of having such means? *Yes. for all above 6 years*

You will be pleased to address your Answers to these Queries under cover to me, at the "House of Commons, London;" and write in the corner of the direction, "Education Returns."

I have the honour to be,

REV^d SIR,

Your obedient humble Servant,

HENRY BROUGHAM,

Chairman.

Rev^d Sir,

Committee on Education,
July 10, 1818.

NOT having received any Answers from you to the above Circular, I have to beg that you would favour me with them as early as possible. The Digest ordered to be made of the Returns is stopped for want of these, and I am unwilling to report your name as having omitted to make a return, in case the omission may have arisen from your not receiving the original Circular.

Working National School for Boys.

Trustees.

Rev. John Wood. Rector
 Lt. Gen. Sir R. Jones K.C.B.
 Mr. Morrah Esq.
 W. Collette Esq.
 W. Tuke Esq.
 Mr. Papworth
 J. Stephens Esq.
 Mr. Munday

Rev. H. Dixon
 W. Harris Esq.
 Ep. F. Jones Esq.
 Rev. W. Davison
 Rev. D. B. Barker
 Mr. C. Carter

The Inhabitants of Working and the Parish of Broadwater generally are informed that a large and commodious new School Room is now open^{above} for the admission of all Boys of the age of Seven Years.

The only requisite conditions of Admission is Conformity with the Rules of the School; the chief of which are,

That the Boys pay Twopence, each, weekly;

That they come to School, at the appointed hours, clean washed, and with their hair cut close. The Hours of School are a Quarter before Nine in the Morning; and a Quarter before Two in the Afternoon;

That they do not absent themselves, except in case of Sickness, or reasonable necessity; or without leave from the Master; and that they attend School on Sunday as well as on other days.

The Trustees have lately appointed a new Master, who has had much experience in Teaching, and whose Testimonials, as to his qualifications for the office are of the most satisfactory character.

The System of Education is that which is recommended by the National Society; The Children are taught their several Christian Duties, both as to Faith and Practice; and they are also instructed in Reading, Writing and Arithmetic; and as many as wish are taught to make Nets.

Since the Establishment of the School in 1812, Five hundred and thirty Boys have been admitted; and many of these are now settling Offices of responsibility and profit; creditably to themselves, and with satisfaction to their Employers.

p100m c 366

Having got other attainable advantages, in addition to Instruction, the following are a few:

There is a School Saving Bank, open every Monday Morning, in which Boys are allowed to deposit any Sum, however small, upon which Interest is allowed; and which may at any time, be withdrawn to be applied in any way their Parents may wish:

The sums earned by Net-making, as well as the Value of Ticket Rewards for Good Behaviour, progress in Learning, or for Services as a Class Teacher &c &c, and which sometimes amount to Nine pence or One Shilling, weekly, are paid annually, at the Public Examination, either in Articles of Clothing, or in Money as the Trustees may direct:

All Boys leaving School, for Service or Trade, with a good character, are presented with a Bible and Book of Common Prayer

But important as are these and other similar advantages; important as it is to Children to be helped on in the way of getting their own living, Religion is, after all, the principal thing; and therefore that the Children may get sounder training in the way of Godliness, this is a chief object of the Trustees, under God's blessing to promote it: It is their earnest desire that all who are herein trained may walk in the way wherein they should go; - may increase in spiritual wisdom as they increase in stature, and be in favour both with God and man.

It is the intention of the Trustees to promote, as much as in them lies, all the interests of the School, and besides the occasional inspections of it by the Monthly Visitors, a general Meeting will be held by them on the first Sunday in every Month, at Eleven o'clock, for the special purpose of advising Children, examining the progress of the Scholars, and enquiring into their Conduct.

Parents! you are admonished not to remove your Children from School without giving notice of your intention to the Master, otherwise all the Rewards and advantages to which, but for want of such notice, they might be entitled, will be forfeited: You are intreated to enforce obedience to the Rules of the School; and kindly and affectionately to cooperate with the Trustees, in their labours of love, for your Children's Happiness in Time and in Eternity.

By order of the Trustees

Copy Letter. Charlotte Mason to Elsie Groveham c 1861.
PNEU Collection. London University.

Sunday,

My dear friend,

Mr. Huston wrote to me the other day and in his letter was the following excellent advice "Choose no friends but those whose society you would like to enjoy through Eternity". Is it not a beautiful thought. The business of making that Eternity a happy one belongs to ourselves.

I am all alone here. There is no one with whom I can seek that sympathy which is such a craving of my nature. I live within five minutes of the sea, and yet until this evening I have not even been there. I had no one to go with and could not summon courage to venture alone in a place so strange to me. This evening, however, old Mrs. Read took the matter in hand and after a great deal of persuasion, succeeded in getting me to try the experiment. I got into a retired part of the beach and stood watching the sea; half inclined to cry half inclined to laugh and more than half inclined to scream with a strange wild joy, and throw myself in, and join with the mad gambols of the waves. Oh! it was grand to watch the vast thing. The view bounded only by the darkness of the horizon; where the green sea and the blue sky melted into one, and there it lay, its great bosom seeming to be ever heaving and swelling with deep emotions of gratitude and love to Him who made it what it is, with its endless hymn of praise to its great creator, from the depths of its mighty heart, and filling the air with its deep strong cadences - "What are the wild waves saying?" I cannot tell you how passionately, how intensely I love the sea.

This evening when I first saw the great boundless expanse of waters, and heard the rushing of the waves, I felt my heart beat and my whole being stirred as if, I do not know, as if what for I do not know of anything else that could have had just the same effect. I never look upon it as a mass of insensate matter

but as something having a grand, sublime existence nearer and akin to the all pervading spirit - essence of the God-head than any other creature. I believe that were I left to follow the dictates of my heart, I should worship not the sun, nor any of the heavenly bodies, nor yet any of the teeming offspring of the earth, but the Sea, the mighty Sea would be the idol of my heart. But as it is it performs a nobler, holier office for me. It is one of the Ministers of His, that do his pleasure. It is a mighty and eloquent preacher telling of the wondrous power and majesty of its God and making me feel my own exceeding impotence and insignificance.

Copies of some draft letters found amongst the PNEU Collection of Papers: London University. They were in a blotter Charlotte Mason used and were overlooked when her other letters were destroyed. The handwriting is Miss Mason's. Unfortunately it was impossible to photocopy them. "You have most likely forgotten the conversation which gives

me an excuse for writing to you. I have just been reading an article on "governesses" written by you, which, shewing how much interest you take in education has made me again wish to draw your attention to a scheme which to my mind promises to meet every difficulty with which the subject is beset. I do wish I might interest you so far that you would be induced to study the subject for yourself and, in due time, write upon it so as to gain general attention.

The reform I propose should begin at the foot of the ladder and work upwards - and I fear you will say that is precisely what you see no need for as National Schools, those at the foot, are in so satisfactory a state that your only wish is that better class children either went to these same schools or were otherwise as well taught also, that this instinct is to be communicated only by means of constant personal influence.

There are four great difficulties to be met at the outset. First - the displacing of existing teachers. On this head, it is to be considered that the change would necessarily be gradual - other employment would open, while on the other hand, the country would profit by the most valuable kind of labour, that of cultivated and educated people - especially a new and real sphere of useful work would be provided and opened for women.

The social standing of such teachers should be recognised. This would hardly be a difficulty as most managers would be only too glad to have gentle, pleasant-minded fellow workers.

Then, such teachers should be as thoroughly trained and prepared to work as hard as does the present body. Such training would be at first the great difference. Each of H.M. Inspectors

might perhaps indicate a school in his district where practical training might be obtained, to be seconded by a few months at a training school.

Afterwards, the work of training teachers both for National and private schools as well as for governesses in families would take an important place in the working of a school.

Such pupil teachers should be chosen with reference to their homes, should be educated with all usual accomplishments.

Thus National schools would train a race of thoroughly taught governesses who would in the meantime be giving valuable help. Also a superior class of children would be attracted as boarders or otherwise, with the view of being hereafter trained as teachers and these would help to give tone to the school.

The remaining difficulty is a money one. Such stipends should be offered in these schools as would make the profession fairly paying.

If the desired result is instruction as extended and thorough as the time in school and the power of the children will allow, then I do think the schools most efficient - in most cases they really do send out sharp-witted, fairly well taught boys and girls. But they might do more! School influence is in the hands of government and by government deputed to clergymen and others who would naturally use their power in favour of law and order. And yet, the discrepancies of class and class increase. Clever National School boys use their wits on the 'International', and altogether things get more and more wrong every year. If culture were imparted in these schools so that the children left them with the habits of veneration, trust and graciousness

Letter 2.

4 Sussex Place,
Worthing
Monday.

Dear Sir,

You asked me to give you an idea of the possible financial scheme, and I am anxious to do so before you see your friend.

Suppose the scheme fairly working.

No better style of teachers in any schools. Masters, mostly University men. Mistresses, as equal as (less by a head) women can be -

Schools of 110 poor children

20 Better class -

4 or 6 boarders.

not larger - the influence which is to do the work would be ineffective among too many.

Scale of Fees

Children of Labourers (say 60)	10/- a year.
" Mechanics (30)	£1 "
" Small Tradesmen (20)	£2. "
" Richer " (12)	£4 "
" or including languages	£6 "
" Gentlemen (with lang.) (8)	£10. "

Boarders. Children of Gentlemen to feet Pupil Teacher class £40.

With languages.

For Music, an additional payment in each case.

All children expected to make companions of their own order, to prevent toadying as well as other evils.

Pupil teachers: Of an age to be confirmed - say 15 or 16

To work the school

To receive no payment

To board with Principal, paying £30 a year.

If in a town to be taught German, French and Drawing by masters.

8 or more in a school.

These not all to be designed for teachers some for private teaching., but the principle of the thing being that three years pupil teachership is the best kind of 'finish' giving the mental culture to be had by working, mind to mind, with a cultivated person, besides an opportunity of doing useful work in the world, itself an education.

For lads, it would be a preparation for a University - or still more important, a substitute, really making a liberal education possible to youths not intended for Universities. by giving them an opportunity to continue their education to an age when they would be overgrown boys in school.

These boarders and pupil teachers would cost about £16. a head. Outsiders. One source of income remains. Classes for certain subjects, say French, German, Natural Science, Arithmetic, to be open to outsiders, at £4. a year per subject.

INCOME.

School Fees	£30. £30. £40. £48. £12. (languages)	80 - £240.
Government Grant	60
Boarders	160
Pupil Teachers	240
Outsiders (say 12 or 13)	50
A total of		£750

<u>Expenses</u>	School rooms provided.
	House possibly so.
	Masters for French, German and Drawing...£100
	Board for Pupil Teachers..... 200
	School room expenses..... 50
	Other expenses 150
(I am not sure whether £16. a head covers servants)	

Letter 3

p97 on 12386

You asked me to shew you the scheme as I imagined it at work in some school so as to prove its financial practicability.

Take this school

The mistress's salary is £85.

Assistants (at one time nearly £100) now £60

Supposing no paid help in the school, that gives £145.

6 Boarders paying £25.

8 Pupil Teachers "

(The latter learning French, Music, German and Drawing)

Boarders are supposed to cost £16. a head - so the surplus would at least cover the mistress's personal expenses for housekeeping etc. I think the schools should have 100 poor children and sat (?) better off - a larger number would lose the virtue of influence. The rates of payment should vary -

Children of labourers. 10/- a year

" of mechanics £1. "

" small tradesmen £2

" large tradesmen £4

" " with languages £6.

" gentlemen inc. languages £10.

The underlying rule should be that all children make companions of their own order this to prevent toadying, as well as other evils. Such 20 children would make the stipend at least £20. more - £165. Then, persons invited to attend the lessons in such and such subjects, Grammar £4. a year, Arith. &c. This I think would answer even now, suppose 12 such pupils and we have a salary of £200 a year - at least without any personal expenses.

APPENDIX F.

Poem written by Charlotte Mason while at Worthing: 1864

It is published in "In Memoriam to Charlotte Mason" published
the Parents National Education Union, 1923.

The World to Come (The Disciple).

A child will play all day at what he'll do,—

"When I am big!

"Great hunter will I be!

"That field I'll dig!"

His parents look on smiling while he plays,
And with bewildering changes shapes his days.

And we, poor foolish, when we dream and say

"Thus shall it be,—

"Our Father worketh yet,

"And shall not we?

"Not eager, we, for crowns or crystal seas,

"Or harps or singing or eternal ease;

"We would be doing as our Father doth!—

"We have no fears;

"With all our puny might

"Would roll His spheres!"

Sure, not for this severely will He chide,
Our Father, who for love of us hath died!

*"Ye shall go before your brethren and help them,
until the Lord hath given your brethren rest,"*

O the dear world, sweet life, congenial joys!

How give them up?

Though all be sin-defiled,

Where find we else

The promise we believe our longings hold,—

What work for us in any other fold?

All bright may glow the joys of other spheres,
 But this, our home!
 And would we barter it
 For any gain,
 Poorer, less constant, had our substance grown;
 Jesus, in separate joy, were less our own.
 Continuance, sure, belongs to higher life;
 All fickleness,
 All change, with Death must pass,
 And leave us true:
 Less a new life than utmost scope in this,
 With help laid on us here, ah, hope of bliss!
 Jealous are we, with jealousy unreasoning,
 Over their joys;
 For their gain, sadly bear
 Unbidden loss;
 With Him;—in Him;—there all the promise ends:
 Ourselves, not Christ, do banish our sweet friends.
 Sure, the dim kingdom where we seat our Dead
 Is of the world:
 The heaven of Christ is ruled
 By other laws:
 Not cumbrous change in circumstance and place,
 But the enraptured vision of His face!
 Death opens not heaven's gate; for long ago,
 Soon as the King
 Shone in upon the soul
 Did heaven begin:
 A blessed state, a lifting up for ever;
 Not some far seats when soul and body sever:
 Two fuller consummations be there yet
 To this full bliss:—
 Our holy dead have reached
 The second life,—
 Where pure eyes see the King in beauty fresh,
 And service bears no dragging clog of flesh.

Then to live out all possibilities
 Of love and help,
 Of counsel and support,
 That now but mock

These slow unloving wills: to be unseen
 Among our own beloved, a ghostly screen,

And love them with love purely purged from self,
 That, as an air
 Tender, should wrap their lives,
 Nor ever fret

With any waywardness; to lay their cares,
 And with pure spirit-promotings, help their
 prayers,—

What life were this! Nor only for our own
 Would we have help
 Laid on us, but for all
 Whose pain now moves,
 Whose thoughts inspire,—all life that any way,
 If only in fond dream, on ours doth play.

And not unowned, or self-imposed, our tasks;
 Ever bidden
 By the dear Word of God,
 Willing His will,

In the low rest of meekness, were our ease:
 So, working, should we yet from labours cease.

• • • • •
 Poor, ignorant and foolish, what know we
 If this may be,
 Or other, better life?
 We trust in Thee!

Our Father, wilt not smile on us and say,
 "Tis but my silly children at their play!"

CHARLOTTE M. MASON.

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